



Linda McCulloch, Superintendent  
Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501

**2001-2002 —The Reading Excellence Act  
Local Reading Improvement (LRI)  
ESEA Title II, Part C, Reading and Literacy Grants  
(enacted as Title VIII of P.L. 105-277)**

**Due Date:**

**Postmarked no later than April 17, 2002.**

**Return to:**

Debbie Hunsaker  
Reading Excellence Program Specialist  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501

**Funds Available:** Approximately \$9,800,000

**Estimated Range of Awards:**

\$150,000 - \$400,000 per school to be allocated over a two-year period for grades K-3 local reading improvement (LRI) subgrants.

**Fiscal Information:**

Successful projects are expected to operate for two+ full years. Grant awards will be issued for each budget year within that period. For the current year (FY02), funds will be available May 1, 2002, through June 30, 2003. Continuation funds will be contingent upon sufficient progress in meeting the goals of the program.

**Review Process:**

- Proposals will be reviewed by a panel of at least three members from the Montana Reading and Literacy Partnership.
- Proposals must earn a minimum of 70 percent of total points possible to be awarded a subgrant. See scoring rubrics in the application packet.
- Successful applicants will be notified by May 1, 2002.

**Application:**

Applicants must follow the page limit requirements as indicated in Sections II and III of the application. Districts with more than one school applying, must have a Section II for each school. The page size should be 8 1/2" x 11" with a legible type no smaller than 12-pitch or 12-point type size, and one-inch top, bottom and side margins. One original and three copies of the complete application package must be submitted. Staple or binder clip each complete set of application materials; do NOT use binders, plastic covers, folders, dividers, tabs, etc. Submission by fax or electronic mail will not be accepted. The original must *include original signatures on all documents requiring signatures.*

**Assistance:**

Contact Debbie Hunsaker at (406) 444-0733, dhunsaker@state.mt.us; Marsha Davis at (406) 444-0793, msdavis@state.mt.us; or [www.opi.state.mt.us/ReadingEx](http://www.opi.state.mt.us/ReadingEx).

County \_\_\_\_\_ CO \_\_\_\_\_

District Name \_\_\_\_\_ LE \_\_\_\_\_

Postmark Date \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

## MONTANA READING EXCELLENCE ACT PROGRAM

### **Purpose of Program:**

The Reading Excellence Program provides competitive reading and literacy grants to eligible state educational agencies (SEAs). SEAs, in turn, will award competitive subgrants to local educational agencies (LEAs) to fund local reading improvement programs and tutorial assistance programs.

### **Background:**

The Reading Excellence Act (REA), Title II, Part C, of the Elementary and Secondary Education Act of 1965 (ESEA) P.L. 103-382, was enacted as Title VIII of the Labor-HHS-Ed Appropriations Act of 1999 by Section 101(f) of P.L. 105-277, the Omnibus Appropriations Act of FY99. Section 2253 of the REA authorizes a Reading and Literacy Grant Program to SEAs. Grants are to be awarded on a competitive basis to eligible SEAs, which in turn will make competitive subgrants to LEAs for two types of programs: Local Reading Improvement subgrants and Tutorial Assistance subgrants.

The purposes of the program are:

- to provide children with the readiness skills they need to learn to read once they enter school;
- to teach every child to read in the child's early childhood years
  - as soon as the child is ready to read; or
  - as soon as possible once the child enters school, but not later than the third grade;
- to improve the reading skills of students, and the instructional practices for current teachers (and, as appropriate, other instructional staff) who teach reading, through the use of findings from scientifically based research, including findings relating to phonemic awareness, systematic phonics, fluency, and reading comprehension;
- to expand the number of high-quality family literacy programs; and
- to provide early literacy intervention to children who are experiencing reading difficulties in order to reduce the number of children who are incorrectly identified as a child with a disability and inappropriately referred to special education.

### **Eligible Districts:**

Only local educational agencies (LEAs) are eligible to apply for a **Local Reading Improvement** subgrant. In addition, all applicant LEAs must have at least one of the following:

- **School Improvement Status.** The district must have at least one school that is identified for school improvement under Section 1116(c) of ESEA, P.L. 103-382.
- **High Poverty Numbers.** The district must have the largest or second largest number of children in the state counted under Section 1124(c) of ESEA, P.L. 103-382.
- **High Poverty Rate.** The district must have the highest or second highest poverty rate of school-age children, in comparison to all other LEAs in the state.

### **Eligible Schools:**

Participating schools in eligible districts must be:

1. A school in Title I school improvement status;
2. A school with the highest or second highest number of poor children in the district; OR
3. A school with the highest or second highest percentage of poverty in the district.

### **Private School Participation:**

Funds awarded through these subgrants are subject to the requirements of Section 14503 of ESEA P.L. 108-382 (Participation by Private School Children and Teachers) and the regulations in 34 C.F.R. 299, Subpart E. The statute and regulations require that subgrantees provide private school children and their teachers, or other educational personnel, the services and benefits of the program on an equitable basis with public school children and teachers.

### **General Education Provisions Act (GEPA)—Samples in Help Packet.**

Local applications must indicate clear and concise steps that will be taken to assure equitable access to and participation in the REA program activities regardless of gender, race/ethnicity, national origin, disability or age.

# MONTANA READING EXCELLENCE ACT PROGRAM

## MONTANA REA GRANT REQUIREMENTS

### Reading Coach:

- Attend monthly training (meetings will alternate between Helena and Billings) with REA Program Specialist;
- Facilitate planning and implementation efforts at the school site;
- Facilitate implementation of specific aspects of the Local Reading Improvement program, such as tutoring, family literacy activities, or improved library services;
- Function as a trainer, coach and mentor for teachers implementing reading instructional strategies; and
- Coordinate assessment and data collection activities.

### Administrative Support:

- Attend bimonthly meetings (meetings will alternate between Helena and Billings) with REA Program Specialist;
- Provide necessary support to increase the capacity of the school to institutionalize early reading improvement.

### Professional Development:

- **Summer Institutes 2002/2003:**  
All K-3 teachers, including Title I and Special Education, must attend a week-long summer institute during 2002 and 2003.  
July 22-26, 2002—Heritage Inn—Great Falls  
\$250 registration fee per teacher  
\$55 a night hotel minimum  
2003—to be determined
- **School Site Professional Development:** learning teams/study groups, action research, etc.
- **External Technical Assistance Provider:** University staff, Core Reading Program Facilitator, Reading Fellow, other professional development provider.
- **Coursework for teachers via various delivery systems:** Ten percent of your professional development monies funded by Montana's REA must be designated to pay for graduate courses in the area of reading, for your teachers.

### Assessment and Data Management:

- Purchase and administer assessment instruments for grades K-3 (\$5.00 per student) as per schedule outlined by SEA and as needed by school site to make instructional decisions.
- Purchase data management system for data collection and monitoring of student outcomes.
- Assessment for Reading Coach/staff outcomes:  
Each school will need to develop an initial list of what you want to know and measure in the areas of professional development and classroom change. Each school will need to maintain data throughout Montana's REA funding in order to answer the following questions at the end of the grant period.
  - Which reading improvement practices, related to the REA definition of reading and guided by scientifically based reading research do teachers and staff demonstrate when working with the children in their classes or programs?
  - How are the changes consistent with improved practices according to the existing research? How are the changes related to deeper understanding of instruction in phonemic awareness, systematic phonics, and comprehension instruction and practices supporting fluency and motivation to read?
  - What evidence is available that changes are related to professional development or training session topics provided by Montana's REA?

**Note:** The staff survey given before and after the grant period may be used as one form of assessment. Reading Coaches will receive training in other areas of assessing teacher and staff outcomes, which may include additional surveys and interview questions.

## MONTANA READING EXCELLENCE ACT PROGRAM

### SECTION I—GENERAL INFORMATION

District Name:	Project Starting Date:	Project Ending Date:
Authorized Representative's Name:	Title:	Telephone: Fax: Email:
Address:	City:	ZIP Code:

I hereby certify that to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application. The Board of Trustees agrees to the Common Assurances on file with the OPI and those included in this application in regard to this grant.

#### Additional Assurances:

1. The local educational agency (district)—
  - A. will carry out professional development for the classroom teacher and other instructional staff on the teaching of reading based on scientifically based reading research;
  - B. will provide family literacy services based on programs such as Even Start Family Literacy model authorized under Part B of Title I, to enable parents to be their child's first and most important teacher;
  - C. will carry out programs to assist those kindergarten students who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills; and
  - D. will use supervised individuals (including tutors), who have been appropriately trained using scientifically based reading research, to provide additional support, before school, after school, on weekends, during noninstructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3 who are experiencing difficulty reading.
2. The local educational agency (district)—
  - A. shall include an assurance that the local educational agency will make available, upon request and in an understandable and uniform format, to any parent of a student attending any school selected to receive assistance under subsection (d)(1) in the geographic area served by the local educational agency, information regarding the professional qualifications of the student's classroom teacher to provide instruction in reading.

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Date

### FOR OPI INFORMATION/APPROVAL

Date Received:

Approved:

Amount of Award:

\_\_\_\_\_  
Reviewer's Signature

\_\_\_\_\_  
Date

## MONTANA READING EXCELLENCE ACT PROGRAM

### SECTION II—MONTANA’S READING EXCELLENCE ACT (REA) PROGRAM

#### A. Narrative (The District needs to complete this section of the narrative.) (1 to 2 pages)

Points  
15

##### Support For This School’s Application

1. How will the district work with this school to select an effective core reading program and a supplemental reading program(s) to be used by all teachers of reading and other instructional staff (including administrative staff, reading and other specialists, and support staff) for all children in grades kindergarten through third?
2. How will the district encourage and support this school to implement the core program(s) and supplemental program(s)?

#### B. Narrative (Each school needs to complete this section of the narrative.)

Points  
15

##### Needs Assessment (2 pages)

1. *Student Assessments:* Indicate district, and schoolwide assessments used to measure literacy achievement levels in kindergarten through third grade. Discuss how the results from the assessments indicate a need for increased literacy services in your school.
2. *Staff Interest Surveys:* Collect and analyze the results of the attached Staff Survey (see Staff Survey in the Help Packet. What are the strengths and weaknesses of your staff in terms of knowledge, training, and motivation? Indicate how these results informed and will inform your thinking about your school's needs and plan.

Points  
15

##### A Reading Compact (1 page)

1. Describe in detail how parents, the entire school staff, and students will share with classroom teachers the responsibility for improved student reading achievement.
2. Describe the support of the staff for this REA application by completing and attaching the staff commitment form.

Points  
90

##### Reading Programs (3 to 4 pages)

##### Scientifically Based Reading Research (SBRR) Core Program and Supplemental Programs

1. Describe your present K-3 reading program. What are the strengths and weaknesses of your program?
2. Using the chart entitled **Current Core Reading Program** (in the Help Packet), give **specific** examples of how your current reading program is based on SBRR using the six dimensions of reading from the National Reading Panel's (NRP) findings. Fill out the attached chart for each grade level, K-3. Make additional copies as needed.
3. After reviewing the above charts and staff surveys (see Staff Survey in Help Packet), list what this school's needs are in curriculum implementation in the areas identified by REA:
  - The skills and knowledge to understand how phonemes or speech sounds are connected to print;
  - The ability to decode unfamiliar words;
  - The ability to read fluently;
  - Sufficient background information and vocabulary to foster reading comprehension;
  - The development of appropriate, active strategies to construct meaning from print; and
  - The development and maintenance of a motivation to read.
4. After analyzing your current core reading program, based on the six dimensions of reading/REA's definition of reading, will your current program be adequate? Explain.
5. What steps will you take to ensure that the core program and supplemental programs you wish to adopt under this grant will meet the criteria from the six dimensions of reading/REA's definition of reading? (See Worksheet No. 1 in Help Packet.)
6. This school will be required to hire a Reading Coach (see Grant Requirements) who will be responsible for on-site professional development for teachers, administrators, and support staff.
  - What criteria will your school use to select your Reading Coach?

## MONTANA READING EXCELLENCE ACT PROGRAM

### SECTION II—MONTANA’S READING EXCELLENCE ACT (REA) PROGRAM (CONT.)

- How will you ensure that your Reading Coach is assigned duties that are directly related to Montana's REA and whose responsibilities are not used in conjunction with teaching duties?
- Describe how your Reading Coach will be used to monitor the effectiveness of implementation of your selected program(s).
- Describe how your Reading Coach will enhance teacher expertise in your selected core and supplemental program(s) and in research based reading strategies.
- How will your Montana REA plan enable your Reading Coach to travel and train once a month with other Montana REA coaches?

Points  
30

**Cultural and Language Appropriate Program(s)** (1 to 2 pages)

1. Describe how you presently provide reading services to English Language Learners, identified special education students, and educationally disadvantaged students. How will your REA Local Reading Improvement grant change or adapt the way these services are provided?
2. As appropriate, how will this school assure that tribal leaders, the Montana-Wyoming Indian Education Association, tribal colleges, and university-based Native American studies programs will assist the school in identifying appropriate materials, strategies, and interventions?

Points  
60

**Professional Development** (3 to 4 pages)

1. Describe your present professional development program in the areas of reading.
2. After reviewing the present program and the staff surveys (see Staff Survey in Help Packet), list what this school's needs are in professional development in the areas identified by REA:
  - The skills and knowledge to understand how phonemes or speech sounds are connected to print.
  - The ability to decode unfamiliar words.
  - The ability to read fluently.
  - Sufficient background information and vocabulary to foster reading comprehension.
  - The development of appropriate, active strategies to construct meaning from print.
  - The development and maintenance of a motivation to read.
3. After analyzing your current professional development program, based on the six dimensions of reading/REA's definition of reading, craft several intentional professional development opportunities (see Professional Development Ideas in the Help Packet). Describe each in terms of the following:
  - The content coverage as it relates to the REA's definition of reading, and the alignment with the Montana Reading Content and Performance Standards.
  - Both the frequency and duration of seminars, workshops, or other development activities (see Professional Development Ideas in the Help Packet).
  - The recipients (grade-level teachers, specialist teachers, support staff, administrators, volunteers, and parents) of the professional development.
4. In addition to the required professional development opportunities such as Summer Institute, the Reading Coach and Reading Fellows (see Grant Requirements), how will this school evaluate the professional development programs potentially useful for this site in terms of the best available scientific research about reading?
  - What will be the criteria?
  - Who will apply the evaluation scheme?
  - When will the decision be made about which professional development program(s) to use?

Points  
35

**School's Comprehensive Plan and Standards** (1 to 2 pages)

1. Using your school improvement plan, list this school's current goals in the area of professional development and reading.
2. List ways this school will plan, contribute to, and sustain these goals with the use of Montana's REA funds.
3. How will this school ensure that their school improvement plan aligns with the professional development requirements and opportunities (see Grant Requirements) funded by Montana's REA?
4. How will this school ensure that the Montana Reading Content and Performance Standards are aligned with the reading programs and professional development opportunities funded by Montana's REA?

## MONTANA READING EXCELLENCE ACT PROGRAM

### SECTION II—MONTANA’S READING EXCELLENCE ACT (REA) PROGRAM (CONT.)

Points 20	<b>Early Childhood Reading Instruction Intervention</b> <i>(2 to 3 pages)</i>
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10 percent of your funds will need to be devoted to Early Childhood activities.

1. Craft several intentional strategies your school will use in ensuring:
  - That kindergarten students at risk of not being ready for first grade reading instruction will be identified.
  - Additional data will be used to identify students not ready for first grade reading instruction.
  - Special efforts will be used to identify and intervene early enough so that struggling readers in grades 1-3 are not erroneously referred later for special education programs and that these students will be identified.
  - The school will involve the parents in the decisions and interventions.
  - That special consideration will be made in the selection of materials and the plans for professional development for teachers, support staff, and administrators in working with students who encounter problems in the transition to the next grade level.
  - That the Reading Coach will be involved with early intervention for kindergartners not ready for first grade reading instruction and for struggling readers in grades 1-3.

Points 25	<b>Coordination With Special Education Intervention Efforts</b>
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1. How will this school's effort through Montana's REA be coordinated with the special education effort in this school?
2. What impact will Montana's REA have on children who have been identified for special education services?

Points 15	<b>Family Literacy Services</b> <i>(1 to 2 pages)</i>
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Describe the extent to which family literacy services are presently available for parents of children attending your school. What community-based organizations will assist you in coordinating family literacy services under this grant? Describe the model and the activities of your partnership.

# MONTANA READING EXCELLENCE ACT PROGRAM

## SECTION III—DISTRICT BUDGET AND NARRATIVE

- A. **(1 to 2 pages)**—The applicant district must submit a budget that combines proposed expenditures of participating schools. Use the two-column budget worksheet to assist you as you consider all areas listed below.
- B. **(2 pages)**—The applicant must also submit a budget narrative/justification, which presents a rationale for the amount and use of funds received under the grant.

### Salaries:

#### Reading Coach

- Include the salary costs plus benefits of your Reading Coach as determined by your teacher salary schedule for two years.

#### Stipends

- Stipends for teachers to attend Summer Institutes in 2002 and 2003.

#### Substitute Costs

- Include the cost to cover substitutes for administrators and teachers (peer mentoring, workshops, collaboration, teacher visitations, etc.).

**Combine the total costs of these areas and place the dollar figure in the “Salaries and Benefits” section of the budget page.**

### Operating Expenses:

#### Reading Programs (Refer to this section in your Grant Application.)

Describe the total costs for your selected core and supplemental reading program(s).

- Include any programs your school will be purchasing with Montana's REA funds.
- Include any additional programs your school will be using which are not purchases with Montana's REA funds.

#### Contracted Services

- Include the costs for professional development providers (university staff, core program facilitator, reading fellow).

#### Assessment

Describe the total costs of your assessment tools.

- Include the cost of the required assessment (\$5.00 per student).
- Include any additional assessment tools your school will be purchasing with Montana's REA funds.

#### Cultural and Language Appropriate Program(s) (Refer to this section in your Grant Application.)

- As appropriate, describe any additional costs your school might incur when identifying appropriate materials, strategies, and interventions.

#### Professional Development (Refer to this section in your Grant Application.)

Estimate the total costs for professional development in reading for this school as described in your Grant Application.

- Include the costs of travel and registration for all K-3 staff to attend the Summer Institutes in 2002 and 2003.
- Include the travel costs for the Reading Coach to attend monthly trainings.
- Include the travel costs for administrators to attend bimonthly trainings.
- Indicate the total dollar amount for professional development that will come from Montana's REA.

#### Early Childhood Reading Instruction Interventions (Refer to this section in your Grant Application.)

Estimate the costs for improved intervention for all grades K-3 in this school. Explain if funding other than Montana's REA is to be used for this.

#### Family Literacy Services (Refer to this section in your Grant Application.)

Estimate the costs for improved parent and family involvement for all Montana's REA programs. Explain if funding other than Montana's REA is to be used for this.

**Combine the total of these areas and place the dollar amount in the “Operating Expenses” section of the budget page.**

**Equipment:** Included only if individual items cost more than \$5,000.

**Indirect:** The district is allowed the approved indirect rate up to 5 percent for administrative costs.



# MONTANA READING EXCELLENCE ACT PROGRAM

## SECTION III—BUDGET WORKSHEET

Budgeted Areas	May 1, 2002— June 30, 2003	July 1, 2003— June 30, 2004
<b>Salaries</b>		
• Reading Coach		
• Stipends		
• Substitute Costs		
<b>Operating Expenses</b>		
• Reading Programs		
• Contracted Services		
• Assessment		
• Cultural/Language Programs		
• Professional Development		
• Early Childhood Reading Interventions		
• Family Literacy Services		
<b>Total Costs</b>		